

BARNWELL ELEMENTARY

734 Hagood Avenue
Barnwell, South Carolina 29812

GRADES K-5 Elementary School

ENROLLMENT 1,204 Students

PRINCIPAL Loretta Atkinson 803-541-1320

SUPERINTENDENT Carolynne S. Williams 803-541-1300

BOARD CHAIR Donald Kitt 803-259-3387

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	44	44	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

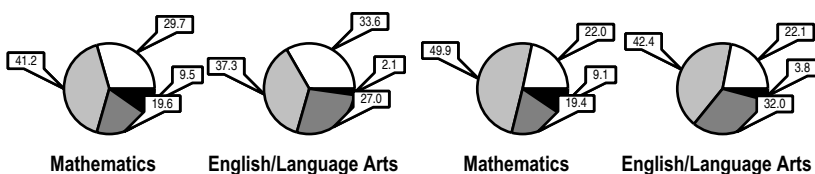
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	594	99.2	32.9	37.5	27.3	2.3	41.4	Yes	Yes
Gender									
Male	324	98.5	38.2	37.2	22.7	1.9	35.9		
Female	270	100.0	26.6	37.8	32.8	2.7	47.9		
Racial/Ethnic Group									
White	316	99.4	24.0	38.5	33.6	3.9	51.3	Yes	Yes
African-American	269	99.3	44.0	36.6	19.5	0.0	28.8	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	474	99.6	25.3	39.8	32.5	2.4	48.1		
Disabled	120	97.5	63.7	28.3	6.2	1.8	14.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	594	99.2	32.9	37.5	27.3	2.3	41.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	594	99.2	32.9	37.5	27.3	2.3	41.4		
Socio-Economic Status									
Subsidized meals	363	99.2	44.8	36.4	18.2	0.6	28.9	Yes	Yes
Full-pay meals	231	99.1	14.4	39.2	41.4	5.0	60.8		

Mathematics - State Performance Objective = 15.5%									
All Students	594	99.3	29.2	41.5	19.7	9.7	43.2	Yes	Yes
Gender									
Male	324	98.8	31.3	36.5	18.7	13.5	41.6		
Female	270	100.0	26.6	47.5	20.8	5.0	45.2		
Racial/Ethnic Group									
White	316	99.7	18.7	39.0	27.2	15.1	57.7	Yes	Yes
African-American	269	99.3	42.4	43.6	10.5	3.5	25.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	474	99.8	21.7	43.4	23.5	11.4	50.7		
Disabled	120	97.5	59.3	33.6	4.4	2.7	13.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	594	99.3	29.2	41.5	19.7	9.7	43.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	594	99.3	29.2	41.5	19.7	9.7	43.2		
Socio-Economic Status									
Subsidized meals	363	99.2	39.9	41.9	14.2	4.0	29.8	Yes	Yes
Full-pay meals	231	99.6	12.6	40.8	28.3	18.4	64.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	225	99.1	28.5	33.8	35.3	2.4	37.7
	Grade 4	203	98.5	39.0	33.0	26.9	1.1	28.0
	Grade 5	230	99.6	45.9	38.2	15.0	1.0	15.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	189	99.5	23.9	31.4	38.3	6.4	44.7
	Grade 4	215	98.6	36.0	41.7	22.3	N/A	22.3
	Grade 5	190	99.5	39.7	39.7	20.6	N/A	20.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	225	99.1	18.3	56.3	17.8	7.7	25.5
	Grade 4	203	98.5	23.6	45.1	18.7	12.6	31.3
	Grade 5	230	98.7	35.7	43.5	15.9	4.8	20.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	189	100.0	25.9	46.0	18.5	9.5	28.0
	Grade 4	215	98.6	26.5	40.3	21.3	11.8	33.2
	Grade 5	190	99.5	36.5	38.6	17.5	7.4	24.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,204)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.4%	Up from 0.1%	2.9%	2.7%
Attendance rate	95.5%	Up from 94.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.6%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.7%		3.7%	3.5%
Eligible for gifted and talented	11.8%	Down from 11.9%	12.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.1%	Up from 8.7%	9.4%	8.2%
Older than usual for grade	0.6%	No change	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%

Teachers (n= 85)				
Teachers with advanced degrees	40.0%	Down from 40.9%	47.9%	51.4%
Continuing contract teachers	97.6%	Up from 96.6%	89.5%	87.5%
Highly qualified teachers**	93.0%	N/A	95.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	94.3%	Up from 94.0%	86.2%	86.7%
Teacher attendance rate	93.6%	Up from 92.4%	94.4%	94.9%
Average teacher salary	\$41,892	Up 2.9%	\$40,244	\$40,760
Prof. development days/teacher	14.8 days	Up from 9.4 days	12.5 days	12.4 days

School				
Principal's years at school	1.0	Up from 0.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 14.5 to 1	19.0 to 1	18.9 to 1
Prime instructional time	88.1%	Up from 86.2%	89.3%	90.0%
Dollars spent per pupil*	\$5,671	Up 0.4%	\$5,727	\$6,044
Percent of expenditures for teacher salaries*	69.6%	Up from 68.5%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2003-2004 was an excellent school year at Barnwell Elementary School. Among our accomplishments are the following:

*Barnwell Elementary School continued to have full accreditation with the South Association of Colleges and Schools.

*STEPS (Sequential Teaching of Explicit Phonics and Spelling) instruction was continued in grades kindergarten through third. As a result, our students have made great strides in their ability to read, write, and spell.

*Students who excelled in writing throughout the year were recognized and presented with an anthology of their work.

*Forty-five students in grades 4 and 5 were eligible for Duke University's Motivation for Academic Performance Program.

*A month long school-wide emphasis on reading was culminated and celebrated with a Dr. Seuss parade.

*District Language Arts, Math, and Science coordinators provided assistance to the classroom teachers in effective teaching strategies and instructional resources to enhance classroom instruction.

*All science teachers attended FOSS (Full Option Science System) training. In turn, the teachers taught the South Carolina Standards using the FOSS kits.

*Hands-on science experiences were provided for fifth grade students in a science lab manned by a community resource person.

*Beginning in January, and continuing for thirteen weeks. Each grade level participated in the BES 500 competition. All classes focused on improving attendance and reducing tardiness. Additionally, the students concentrated on PACT standards and test-taking skills.

*Clemson University Edisto Research and Education Center, Blackville, SC, provided many on-site opportunities for BES students to become aware of the agricultural industry in Barnwell County.

Barnwell Elementary has a very active PTO and School Improvement Council. Our parent volunteer program assists classroom teachers on a regular basis with 60 parent volunteers working at least one day each week. These volunteers were honored at a breakfast in May. In addition, eighty-five Barnwell High School juniors and seniors participated in our mentoring program. Foster grandparents also assisted teachers in the classroom. Each group provided tremendous support for staff and students.

Community service projects included: 1) recycling projects involving aluminum cans, ink cartridges and old cell phones; 2) students collected food for needy families during the holiday season; and 3) students wrote letters to and donated much needed items which were sent to soldiers in Iraq.

Local businesses generously supported our student awards programs.

BES is indeed a school where students can Believe, Excel, and Succeed in a community that truly supports its schools.

Loretta J. Atkinson, Principal, Barnwell Elementary School

Lisa Hartzog, Chairperson, BES School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	86	186	146
Percent satisfied with learning environment	93.9%	83.3%	77.6%
Percent satisfied with social and physical environment	95.3%	82.5%	70.1%
Percent satisfied with home-school relations	81.9%	85.2%	56.0%

*Only students at the highest elementary school grade level at this school and their parents were included.